Friendship Academy of Science and Technology (338)

Teacher: Molly Zeins Lesson Date: 12/20/11

Subject: Government Unit Title: Enrichment Unit - Immigration

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| **CLGs/SC Assessment Limits/Standards:** *(What are the skills being taught?)*  The student will analyze legislation designed to protect the rights of individuals and groups and to promote equity in American society (1.2.2).  b. Examine immigration policies the government has implemented, such as the Immigration Reform and Control Act (1986) and the Immigration Act of 1990 | | **Agenda:** *(What is the snapshot of my class flow?)*   1. **Call to Order** 2. **Notes** 3. **Story** 4. **Individual Stories on Own** 5. **Exit Ticket/Writing** | |
| **Lesson Objective:** *(What will my students KNOW by the end of the lesson? What will they DO to learn it?)*  PSWBAT compare and contrast the rights granted to people granted visas, green cards, and citizenship and describe the process by which an immigrant becomes naturalized BY analyzing a chart. | | | |
| TIME | INSTRUCTIONAL SEQUENCE | |  |
| 5 mins | **Get started/Drill/Do Now:** *(What meaningful activity will students complete as soon as they enter the classroom?)*  Teacher will greet students at the door and direct them to begin their do-now.    1. Write your name on the post-it and put it on the spectrum on the board, illustrating how comfortable you are with being given a U.S. Citizenship test.  2. Complete the Citizenship test.  Students will complete the citizenship test to the best of their ability.  Teacher will debrief the citizenship test by revealing how many Americans failed the U.S. Citizenship when Newsweek gave 1,000 Americans the test – 38%.  Teacher will ask students, honestly, how many people think they passed the citizenship test.  Teacher will reveal the answers. | |  |
| 5 mins | **Engage/Motivation:** (*How will student interest be sparked? Is there prior knowledge that should be tapped? Is there vocabulary that must be cleared? Is there brainstorming that student need to complete before the lesson begins?)*  Teacher will have a student read the objective and the essential questions.  Teacher will complete a K-W-L chart with students gauging prior knowledge and questions. | |  |
| 8-10  mins | **Explore/Explain:** *(Explicit teaching/”I do”/modeling/teacher led.)*  Teacher will do quick guided notes with students!  Students will copy the following steps to becoming a U.S. citizen.   1. Asylum: If your life is in immediate danger… 2. Visa: A document that allows a person to enter the country and visit, studey, conduct business, or work depending on the type of visa, for a limited amount of time. 3. Work Visa 4. … 5. Green Card: A person can have a permanent residency and job in the United States, but is not guaranteed the right to vote. 6. Citizenship: A person has full Consitutional rights and voting rights. A person may need to pass a citizenship test in order to become **naturalized.**   **Check for Understanding:**  What word does *naturalized* sound like? (Pd. 6 – Tanesha)  What do you think the word *naturalized* mean in this sentence? (Pd. 6 – DeAndre)  Which of type of visa would you get if you wanted to work in the United States and send money back home to loved ones? (Pd. 6 – JaLea)  Which type of visa would you get if you wanted to tour the Grand Canyon for six months? (Pd. 6 – Renyia)  Which of these three types of access grants you the fewest rights? Which grants you the most? (Pd. 6 – Ryan) | |  |
| 15 mins | **Practice as Pairs/Groups:** *(“You do”/teacher monitors and facilitates.)*  Teacher will present a power point of a person and/or family going through the process of becoming U.S. Citizens. Students will be asked questions that allow them to connect both personally and with their newly-obtained knowledge to the story. Students will write these answers before sharing them, either with a partner or with the group.  Teacher will model how to use a chart that shows routes to varying extents of citizenship and model how to use it to figure out the requirements for becoming a full citizen. | |  |
| 10 | **Practice as on their own/with a partner/with groups:**  Each pair of students or each group will receive two different stories of people and determine what requirements they would need to fulfill to become a citizen based on their story and the chart.  Discussion Guide will include questions:   1. Which people have less requirements for becoming a citizen? 2. Do you think that is fair? Why or why not? 3. If your group disagrees on this point, make sure that you write down both opinions and reasons. | |  |
| 7 mins | **Practice Alone**: *(“You do”/teacher monitors and facilitates.)*  Students will take their exit assessment:  What rights are guaranteed if a person enters the United States with a Visa?   1. He or she can enter the country and visit, study, conduct business, or work depending on the type of visa, for a limited amount of time 2. He or she can have a permanent residency in the United States 3. He or she can have full citizenship rights in the United States  |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | Time as a Permanent Resident | Continuous Residence | Physical Presence in the United States | Time in District or State | | If you are at least 18 years old and:  Have been a Permanent Resident for the past 5 years and have no special circumstances  (over 90% of applicants fall into this category) | 5 years | 5 years as permanent Resident without leaving the United States for trips of 6 months or longer | 30 months | 3 months | | If you are at least 18 years old and:  Are currently married and living with a U.S. citizen  **And**  Have been married to and living with that same U.S. citizen for the past 3 years  **And**  Your spouse has been a U.S. citizen for the past 3 years | 3 years | 3 Years as a Permanent Resident without leaving the United States for trips of 6 months or longer | 18 months | 3 months | | If you:  Are in the U.S. Armed Forces (or will be filing your application within 6 months of an honorable discharge) AND Have served for at least 1 year | You must be a Permanent Resident on the day of your interview | Not required | Not required | Not required |  1. He or she can come and go freely for a period of 5 years   What rights are guaranteed if a person enters the United States with a Green Card?   1. He or she can enter the country and visit, study, conduct business, or work depending on the type of visa, for a limited amount of time 2. He or she can have a permanent residency in the United States 3. He or she can have full citizenship rights in the United States 4. He or she can come and go freely for a period of 5 years   To which of the following people are all Constitutional and voting rights given?   1. A person holding a Work Visa 2. A person who has applied for and received a green card 3. A person who has been naturalized 4. All of the above   Read the chart below and answer the questions that follow:  **Naturalization Eligibility Requirements**  Which of the following is a conclusion that could be drawn from the table above?   1. The U.S. Government has fewer residency requirements for citizenship applicants who are in the U.S. Armed Forces than for applicants who are married to citizens 2. The U.S. Government has no age requirement for citizenship applicants who are in the U.S. Armed Forces 3. Most applicants for naturalization will have already gotten their green card by the time they apply 4. All of the above   Do you believe that the process we have for screening and granting citizenship is fair, based on the chart above? Why or why not? | |  |
| 7 mins | **Evaluate Understanding/Assessment:** *(How will I know if students have achieved today’s objective?)*  Students will take, grade and analyze the results of their exit ticket by posting their mastery or need to re-do for mastery. | |  |
| 5 | **Closing Activities/Summary:** *(How will I tie up loose ends, reinforce the objective and connect the lesson to the unit?)*  Post to unit board | |  |
|  | **Enrichment/Extension/Reteaching/Accommodations:** *(How will my lesson satisfy the needs of all learners?)*  Homework  Preview of tomorrow’s political cartoons. | |  |